

21st CCLC FY15 RFA

Technical Assistance Webinar, part 2: Grant Application Instructions



JESSICA PARIS
ALASKA DEPARTMENT OF
EDUCATION & EARLY DEVELOPMENT (EED)
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While you wait, run the Blackboard *Audio Setup Wizard*:
Click the icon of the microphone with the red flower

Before we get started...



- This is being recorded
- Keep microphone off or telephone muted (*6) until you have a question
- Choose a quiet space so that other noises are not broadcast

If you have a question



- I will pause periodically
- If on Blackboard, raise hand to ask question and then click “talk” button or speak into phone
- If only on phone line, wait for pause and then state “I have a question”
- Ask generic questions during this session
- Save “sensitive” questions for emails

Who is here?



- State name, community, and organization

Agenda



- Major Elements of 21st CCLC Funding (Section I)
- Application Directions (Section II and III)
- Website Resources
- Warnings and Tips
- Questions

Major Elements of 21st CCLC Funding



SECTION I

Purpose of funding

- Increase academic achievement
- Provide opportunities **outside** of the school day
- Particularly for students who attend high-poverty, low-performing schools



Who can apply



- Any public/private organization can apply
- Must collaborate with students' school
- Only 1 application per organization

Funding parameters

- 5-year grant award
- Between \$50,000-\$500,000 per year
- This competition will likely fund 4-6 new grants
- Federal money must supplement not supplant state and local funding



Funding parameters



Applicant is responsible for understanding and following federal administrative guidelines for using funds

- EDGAR
- 2 C.F.R 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
 - Reduces 8 OMB circulars into one “Omni-circular”
 - December 26, 2014

Funding parameters



What is the 21st CCLC impact?

- *Limiting allowable costs to make the best use of Federal resources: Language is strengthened in certain areas such as conferences, morale, relocations, and student activities to appropriately limit allowable costs under Federal awards.*
- Not “incentives” but “outcome-based performance enhancers”
- <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
- <https://cfo.gov/wp-content/uploads/2013/01/2-C.F.R.-200-FAQs-2-12-2014.pdf>
- <https://cfo.gov/cofar-reform-grants/>

Who is eligible for services



- More than half of the students served must attend schools with poverty rates of 40% or greater
- Can also provide services to parents of participating students

Who is the priority population

- Priority population is students who attend
 - Schools with poverty rates of 40% or more
 - Schools with 3 stars or less in ASPI system
 - Title 1 schools
 - Priority and Focus schools



Application deadline



- Letter of Intent due March 3
- Application due in Juneau Friday, April 4 at 4:00 pm
- The original plus 7 copies
- Electronic copy on disk or USB Flash drive

After the award



- Data collection and federal and state reporting
- Refinement of measurable objectives
- Local evaluation
- Participate in Monitoring and Quality Assessment site visits
- Directors meetings
- Sharing best practices
- Sustainability

Application Directions



SECTIONS II AND III



- Get out RFA

Application components



- Page 16
- Letter of Intent to Apply
- Cover page
- Table of Contents
- Program Abstract
- Summary Page
- Population Served and Eligibility
- Feeder form (optional)
- Priority points for priority population
- Priority points for Programing
- Schedule of Operations
- Application Narrative
- Budget and Budget Narrative
- Score Sheet
- Assurances and Standard Agreements
- Appendices
 - Logic Model and Measurable Objectives
 - Job descriptions and Resumes for Key Staff Members
 - Memorandums of Agreement/Contracts for Key Partners
 - Timeline for 1st year (new programs)

Letter of Intent to Apply



- Form on page 18
- Due March 3
- Opportunity for me to provide assistance
- Pose questions

Cover Page



- Form on page 19
- Original needs ink signatures

Program Abstract

- No form
- One page
- Short cut for reviewers to understand the basics of who you are and what you intend to do
- Match the rest of the application
- First impression—make it good



Summary Questions

- Questions on page 20
- Explains your thinking
- Creates a bridge between what is and what could be
- Less “structured” chance to tell your story, share your vision and passion



Population Eligible for Services



- Form on page 21
- **More than half** of the students served must attend schools with poverty rates of 40% or greater
 - To count as “served” student must attend at least **30** sessions
 - School poverty rates are determined by the 2013 NSLP Free & Reduced Eligibility Report
 - 2013 NSLP Eligibility Report is available on EED 21st CCLC Website

Population Eligible for Services



School	School F&R Rate	Number of Students Served by 21 st CCLC	% of total students served who attend high poverty school
School A	51% yes	80	Total number served=210 Total who attend high poverty school = 130 $130/210 = 62\%$ Eligible Proposal
School B	44% yes	50	
School C	35% no	80	

Population Eligible for Services



School	School F&R Rate	Number of Students Served by 21 st CCLC	% of total students served who attend high poverty school
School D	80% yes	40	Total number served=160 Total who attend high poverty school = 80 $80/160 = 50\%$ Not Eligible Proposal
School E	70% yes	40	
School F	35% no	80	

Feeder Pattern Form



- Form on page 22
- Alternative way to determine poverty level of secondary schools for eligibility and priority point determinations
- Optional
- If you use this method, include this form and use the resulting number in the eligibility and priority forms

Priority Points for Priority Population



- Form on page 23
- Priority population is students who attend
 - Schools with poverty rates of 40% or more
 - Schools with 3 stars or less in ASPI system
 - Title 1 schools
 - Priority and Focus schools
- To get these points application must be submitted “jointly” by a school district that receives Title 1 Part A funds AND a community-based organization
- ASPI Report and Priority and Focus Schools Info is available on EED 21st CCLC Website

Priority Points for Priority Population



- For each application, the sum of the total number of criteria each school served meets will be divided by the total possible number.
- Priority points will be awarded based on the following:
 - .30 to .44 = 5 points
 - .45 to .79 = 10 points
 - .80 to 1 = 15 points
- No application will receive more than fifteen priority points **total** for meeting these criteria.

Priority Points for Priority Population



School	School F&R Rate	Current ASPI Rating of 3 stars or less	Priority or Focus school and/or Title 1 school
School A	51% yes	3 yes	Title 1 yes
School B	44% yes	4 no	Focus/Title 1 yes
School C	35% no	1 yes	no

Meets 6 criteria out of 9 possible

$6/9 = 67\%$

$67\% =$ **10 priority points** (15 is maximum possible to any grantee)

- .30 to .44 = 5 points
- .45 to .79 = 10 points
- .80 to 1 = 15 points

Priority Points for Priority Population



School	School F&R Rate	Current ASPI Rating of 3 stars or less	Priority or Focus school and/or Title 1 school
School G	60% yes	3 yes	Title 1 yes
School H	70% yes	4 no	Title 1 yes
School I	45% yes	1 yes	no
School J	52% yes	2 yes	Focus yes

Meets 10 criteria out of 12 possible

$10/12 = 83\%$

$83\% =$ **15 priority points** (15 is maximum possible to any grantee)

- .30 to .44 = 5 points
- .45 to .79 = 10 points
- .80 to 1 = 15 points

Be aware of priority points, but...



- Only 15 points out of 300 possible
- Also consider:
 - Who needs the program
 - Who wants the program
 - Who has the staffing, resources, ability to deliver program
 - You may be able to write a stronger overall grant application

Priority Points for Program Areas



- No form
- 5 points total
- Choose one of three areas:
 - STEAM or STEM project-based learning
 - Evidence-based Curriculum: Drug or violence prevention; Social/emotional learning; character education
 - College- and career-ready for secondary students
- One page to describe plan for “significant” levels of programming
- List 4 pages in application that show planning and support (e.g. schedule of operations, MOU w/ expert organization, Summary page, need for project, etc.)
- Example of 4 pages: 5, 8-9, 35 **NOT** 5-9, 13-16, 35, 42-46

Resources



- 2013 CASEL guide to Effective Social and Emotional Learning Programs:
 - <http://static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf>
- SAMHSA's (searchable) National Registry of Evidence-based Programs and Practices:
 - <http://www.nrepp.samhsa.gov/>

Schedule of Operations



- Template on page 24
- Paint a clear picture
 - What program and activities offered
 - How often
 - What time of day
 - By whom
 - What dates
- Shows vision, planning, organization

Application Narrative



- Questions on pages 25-28
- Limit of 25 double-spaced pages
- 1 inch margins, size 12 font,
- 43 questions divided among 8 sections
- Advisable to use Alphanumeric code and questions to label each subsection

Application Narrative



- Some questions are worth more than 5 points:
 - A3 targeted subpopulation
 - B2 Academic time complements school day
 - C9 Involve family to support program and develop their skills
 - D8 Instructionally different from regular day
 - H1 or H2 Previous success or promise of success

Budget and Budget Narrative



- Link to forms on page 29
- For year one only
- Show all in-kind support
- Be reasonable and good steward
- Should match the program you described
- Check to make sure numbers add correctly down and across
- Provide very detailed budget narrative
- Make sure reviewers can read the text

Budget and Budget Narrative



- Should Include
 - A lot of personnel costs
 - Staff travel to required meetings and conferences
 - Funding for evaluator that is external to the program to complete local evaluation

Budget and Budget Narrative



- Consider Including:
 - Software tool/subscription for data collection and program management
 - Staff time for gathering student data (enrollment information, attendance, test scores, teacher surveys)
 - Professional development hours and resources

Scoring Sheet



- Form on page 30-42
- One of last elements to complete
- For each question give 4 (and only 4) pages on which information related to the question is found
- There are several elements that have no specific points attached (summary questions, schedule of operations, but can help to support and add believability and context for your answer in the Narrative Application
- Reviewers may or may not score on information from other areas of application

Assurances and Standard Agreements



- 4 forms pages 43-47
 - Private School Participation Form
 - Assurances for 21st CCLC
 - GEPA 427
 - Debarment and Suspension and DUNS

Appendices



- Clearly label
- Keep them short
- Don't include unless specified

Appendix A



- Logic Model and Measurable Objectives
- Template on page 48
- For Measurable Objectives okay to put on additional sheet
- For Measurable Objectives don't write in actual % or number. Write in X or ? etc. Will complete in post-award process

Appendix B, C, D



- B: Job Descriptions and Resumes for Key Staff
- C MOA/Contracts for Key Partners
- D Timeline for first year if new grantee

Website Resources





EED 21st CCLC Website

Resources for Applicants and Grantees

- [Alaska 21st CCLC Key Quality Indicators](#) - pdf
- [Guidance for Local Evaluations](#) - pdf
- [Federal GPRA Measures for 21st CCLC Program](#) - pdf
- [Guidance for Sustainability Planning](#) - pdf
- [2013 NSLP Free & Reduced Eligibility Report](#) – pdf
- [ASPI School Star Ratings 2013](#) – pdf
- [Alaska Priority & Focus Schools 2013](#) - pdf
- [Title IV, Part B](#) – pdf
- [Non-Regulatory Guidance](#) – pdf
- [Credit Recovery](#) – pdf
- [Equal Treatment Regulation](#)
- [Doing What Works](#)
- [You for Youth \(Y4Y\)](#)
- [Harvard Family Research Project – Afterschool Evaluation 101](#)
- [Building and Managing Quality Afterschool Programs](#) – pdf
- [Publications](#)

Individual technical assistance will be available by telephone 907-465-8716 or email jessica.paris@alaska.gov

Updated 2/11/2014

<http://education.alaska.gov/21cclc/>

Warnings and Tips



Suggestions



- New grantees: Don't try to serve too many sites. No expectation that you serve every school in your district.
- Plan and write as a group
- Make application easy for reviewers
- Do your homework
- Ask questions

Proposal Trouble Spots



- When it is not clear what is being addressed by the proposal or why it is worth addressing
- When there is no evidence that the proposal has a good chance of succeeding
- When the applicants are unaware of other efforts in their communities
- When the proposal is too expensive for the probable gain

Proposal Trouble Spots



- When the proposal is more appropriately funded through other sources
- When the proposal is badly presented and/or filled with spelling and grammatical errors
- When the proposal uses portions of previous applications without updating
- When the proposal does not follow guidelines/deadlines (timelines for submission, fonts, charts, orientation etc.)

Biggest Common Mistake for Proposals



- Not understanding that your application is a commitment, like a contract, and if you say you are going to do it (and you are funded) - we will expect you to do it.

Questions



Next steps



- Research
- Community meeting(s)
- Local grant preparation and planning
- Use website resources
- Ask questions

Contact information



- Jessica Paris
- Alaska Department of Education & Early Development
- PO Box 110500
- 801 West 10th Street, Suite 200
- Juneau, Alaska 99811-0500
- (907) 465-8716 Phone
- Jessica.paris@alaska.gov
- www.education.alaska.gov/21cccl/